DOCUMENT RESUME

ED 047 141 08 VT 012 533

AUTHOR Soong, Robert K.
TITLE Career Ladders and Core Curriculum in Human Services. Phase II Final Report.
INSTITUTION YMCA of Metropolitan Chicago, Ill.
SPONS AGENCY Office of Education (DHEW), Washington, D.C. Bureau of Research.
BUREAU NO BR-7-0329
PUB DATE 30 Sep 70
GRANT OEG-0-8-070329-3694(085)
NOTE 23p.; Social Service Aide Project for the Training and Education of Paraprofessionals

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS Career Planning, Community Colleges, *Core Curriculum, *Curriculum Development, High Schools, Job Skills, Job Training, Manpower Development, *Occupational Mobility, Post Secondary Education, Secondary Education, *Social Services, *Subprofessionals, Vocational Education
IDENTIFIERS *Career Ladders

ABSTRACT

This portion of Phase II of the Social Service Aide Project, a program of exemplary education for the career development of paraprofessionals in social and/or human services, represented an attempt to broaden the career ladders developed during Phase I and to extend the core curriculum above and below the Associate in Arts degree. The scheme of the career ladders was broadened by standardizing the six levels of occupational status (Professional, Technologist I and II, Technician I and II, and Trainee) in terms of educational achievement and/or life/work competency, ultimately gauged by the worker's range of functions in dealing with people, data, and things. This information is provided in chart form, and each occupational status category is described in terms of functions with people, data, and things. In addition the core curriculum for each occupational status category was developed for secondary and postsecondary levels, and these outlines are included in the report. Phase I is available as ED 035 062 (RIE, May 1970), and related documents are available as VT 012 530-012 532 and VT 012 535 in this issue. (SB)

ED047141

BR 7-0329
PA 08
VT

Phase II Final Report

CAREER LADDERS AND CORE CURRICULUM IN HUMAN SERVICES

Prepared by Robert K. Soong

Project No. 7-0329
Grant No. OEG-0-8-070329-3694 (085)
SOCIAL SERVICE AIDE PROJECT
For the Training and Education
of Paraprofessionals

September 30, 1970

Career Options Research and Development
-A Special Project of
the Young Men's Christian Association
19 South La Salle Street
Chicago, Illinois 60603

This project is supported by the U.S. Office of Education, Bureau of Research, Department of Health, Education, and Welfare, under Section 4 (c) of the Vocational Education Act, 1963. Points of view or opinions do not, however, necessarily represent official Office of Education position or policy.

U.S. DEPARTMENT OF
HEALTH, EDUCATION, AND WELFARE
Office of Education
Bureau of Research

VT012533

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION
THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ACKNOWLEDGMENT

We express our appreciation to:

The W. E. Upjohn Institute for Employment Research
Kalamazoo, Michigan

and

The Wisconsin Occupational Analysis Field Center
(Wisconsin State Employment Service)

and to

The Division of Occupational Analysis
and Career Information
Office of Technical Support
U.S. Training and Employment Service

for their pioneering work in
job analysis and restructuring

I. BACKGROUND: PHASE I

The Social Service Aide Project (also known as Career Options Research and Development, YMCA of Metropolitan Chicago) began a scope of research work on August 1, 1968 and concluded Phase I on September 30, 1969. During this period, the project sought actively to apply the systems approach to functional analysis, for the development of career ladders (lattices) and corresponding core curriculum at the two-year community college level toward the Associate in Arts (AA) degree.

Realizing from the beginning that the systems approach involved the high probability of both job restructuring and of consequent changes in college curriculum, we deemed it necessary to involve college faculty in the process of field research. We understood that regardless of new research findings and recommendations for any career-oriented curriculum, it would be the teachers who ultimately determine the contents and methods of course delivery. Lack of involvement of these teachers in the research and development of the core curriculum would, therefore, mean apprehension and misunderstanding in the testing of course delivery in Phase II.

Resulting from 217 interviews and extended observations, the project task force recorded over 2,000 tasks. Upon analysis and restructuring, these functional tasks produced 7 related career ladders, namely, community organization, health service, group work, social service administration, case work, child care, and mental health. Details of the research methodology and findings are contained in the Final Report of Phase I, Social Service Aide Project

II. PHASE TWO

The major thrust of Phase II, beginning October 1, 1969, was to test, evaluate, and validate the core curriculum resulting from Phase I research and design. This was carried out in three pilot projects in Phase II ending September 30, 1970, producing reports respectively entitled Pilot "A" Evaluation, Pilot "B" Evaluation, and Pilot "C" Evaluation. In support of the pilot projects, we attempted to broaden the career ladders, and to extend the core curriculum above and below the Associate in Arts degree. The following pages will serve to outline our working frame-of-reference for both Phase II and Phase III of educational research and development.

A. CAREER LADDERS

Our attempt to broaden career ladders was prompted by the need to be comprehensive and concise about the approach to career development through education and/or life and work experience. Because human services are, by-and-large, intangible in nature except for some few observable results, we find that working definitions are necessary for the testing of those characteristics which remain relatively constant and amenable to research under varying circumstances. Moreover, we are prompted by the premise that significant "worker functions" under this study should be readily identifiable and recognized among human service administrators and educators alike. Unlike a system to honor credit cards in merchandizing, we are yet short of standards to honor human worth in terms of on-the-job competency.
Therefore, we sought to broaden the scheme of career ladders by standardizing 6 levels of occupational status in terms of educational achievement and/or life/work competency, ultimately gauged by the worker's range of significant functions primarily in dealing with people and data, and to a less extent, the utilization of things in human services. It is anticipated that in this scheme, the career aspirant can ascend the occupational-educational ladder at his own pace, to attain the most practical and comprehensive knowledge, skills, and know-how, at a cost that the poor can afford.

SUMMARY TABLE:

HUMAN SERVICES CAREER LADDER

(A) Occupational Status and Education	(B) Life/Work Experience	(C) Career Options	(D) Range of Significant Functions People	Data	Things
Professional Doctor's degree Master's degree	6 yrs of progressive experience with Equivalency Examination	Any combination of (A) and (B) to ascend career ladder with least time and expense, and to achieve the most comprehensive knowledge, skills, and know-how.	0 1 2	0 1 2	0 1 2
Technologist II Bachelor's degree	5 yrs of progressive experience with Equivalency Examination		1 2 3	1 2	1 2
Technologist I 3rd yr College Certificate	4 yrs of progressive experience with Equivalency Examination		2 3 4	2 3 4	2 3
Technician II Associate in Arts degree	3 yrs of progressive experience with Equivalency Examination		3 4 5	3 4 5	3 4
Technician I 1st yr College Certificate	2 yrs of progressive experience with Equivalency Examination		4 5 6	4 5	4 5
Trainee High School or less	1 yr of training before taking Qualifying Examination for Technician I position		5 6 7 8	5 6	5

Standard Job Classification

PROFESSIONAL

1) Significant Functions:

PEOPLE (P)

0 = Monitoring: Provides counseling and guidance or therapy to individuals or groups, to resolve problems by legal, scientific, clinical, spiritual, or other disciplines governed by professional principles, codes, and ethics.

1 = Negotiating: Exchange of ideas, information, and opinions with others to formulate policies and programs and/or arrive at joint decisions conclusions, or solutions.

2 = Instructing: Explains/describes/illustrates/demonstrates/makes recommendations on the basis of technical knowledge (eg., health service, language arts, nutritional meal preparation, accounting).

DATA (D)

0 = Synthesizing: Internalizes and integrates knowledge by data analysis to discover or invent concepts for explanation/interpretation and alternate plans of action.

1 = Coordinating: Determines time/place/sequence of operations and takes action upon analysis; Executes determinations and/or reporting - both written and verbal.

2 = Analyzing: Examines/evaluates data; Presents alternative actions in relation to the examination/evaluation; Determines relationships between data variables.

THINGS (T)

0 = Setting Up: Prepares work objectives, designs, procedures and methods, by the use of technical aids, devices, forms, and scientific tools, usually involving high level data-functions.

1 = Precision Working: Uses professional and/or technical tools, devices, etc. to perform a scope of work that requires quantitative accuracy.

2 = Operating-Controlling: Starts/stops/controls/and adjusts the use of professional tools, devices, and machinery (eg., mechanical or electronic data processing).

2) Education: Doctor's or Master's degree, or 6 years of progressive experience with Equivalency Examination.

3) Salary: Minimum of $9,000 per annum..

Standard Job Classification

TECHNOLOGIST II

1) Significant Functions:

PEOPLE (P)

1 = Negotiating: Exchange of ideas, information, and opinions with others to formulate policies and programs and/or arrive a joint decisions, conclusions, or solutions.

2 = Instructing: Explains/describes/illustrates/demonstrates/make recommendatio on the basis of technical knowledge (eg., health service, language arts, nutritional meal preparation, accounting).

3 = Supervising: Determines/interpretes work/study procedure for individuals or groups; Maintains work/study efficiency and effectiveness by effecting inter-personal relations.

DATA (D)

1 = Coordinating: Determines time/place/sequence of operations and takes actior upon analysis; Executes determinations and/or reporting both written and verbal.

2 = Analyzing: Examines/evaluates data; Presents alternative actions in relation to the examination/evaluation; Determines relationships between data variables.

THINGS (T)

1 = Precision Working: Uses professional and/or technical tools, devices, etc. to perform a scope of work that requires quantitative accuracy.

2 = Operating-Controlling: Starts/stops/controls/ and adjusts the use of professional tools, devices, and macninery (eg., mechanical or electronic data processing.

2) Education: Bachelor's degree, or 5 years of progressive experience with Equivalency Examination.

3) Salary: Minimum of $8,000 per annum

Standard Job Classification

TECHNOLOGIST I

1) Significant Functions:

PEOPLE (P)

2 = Instructing: Explains/describes/illustrates/demonstrates/makes recommendations on the basis of technical knowledge (e.g. health service, language arts, nutritional meal preparation, accounting)

3 = Supervising: Determines/interpretes work/study procedures for individuals or groups; Maintains work/study efficiency and effectiveness by effecting inter-personal relations.

4 = Diverting: Conducts recreational/therapeutic activities; Directs and/or assists clients.

DATA (D)

2 = Analyzing: Examines/evaluates data; Presents alternative actions in relation to the examination/evaluation; Determines relationships between data variables.

3 = Compiling: Gathers/sorts data to abstract information; Reports/follows information to carry out action.

4 = Computing: Performs arithmetic operations and reports/follows prescribed procedures to solve problems.

THNIGS (T)

2 = Operating-Controlling: Starts/stops/controls/and adjusts the use of professional tools, devices, and machinery (eg., mechnical or electronic data processing)..

3 = Driving - Operating: Guides the use of machines (eg., automobile) to convey things or people.

2) Education: Third year college certification (one year beyond the Associate in Arts degree) or 4 years of progressive experience with Equivalency Examination.

3) Salary: Minimum of $7,000 per annum

Standard Job Classification

TECHNICIAN II

1) Significant Functions:

PEOPLE (P)

3 = Supervising: Determines/interpretes work/study procedures for individuals or groups; Maintains work/study efficiency and effectiveness by effecting inter-personal relations.

4 = Diverting: Conducts recreational/therapeutic activities; Directs and/ or assists clients.

5 = Persuading: Influences clients in favor of a service or a point of view.

DATA (D)

3 = Compiling: Gathers/sorts data to abstract information; Reports/follows information to carry out action.

4 = Computing: Performs arithmetic operations and reports/follows prescribed procedures to solve problems.

5 = Copying: Transcribes/enters/posts data.

THINGS (T)

3 = Driving-Operating: Guides the use of machines (eg., automobile) to convey things or people.

4 = Manipulating: Uses tools, devices, and machines to guide/ place/produce data or things (eg., typing, calculating, mimeographing, collating)

2) Education: Associate in Arts degree, or 3 years of progressive experience with Equivalency Examination.

3) Salary: Minimum of $6,000 per annum

Standard Job Classification

TECHNICIAN I

1) Significant Functions:

PEOPLE (P)

4 = Diverting: Conducts recreational/therapeutic activities; Directs and/or assists clients.

5 = Persuading: Influences clients in favor of a service or a point of view.

6 = Speaking-Signalling: Gives/takes/non-professional information - verbal and non-verbal.

DATA (D)

4 = Computing: Performs arithmetic operations and reports/follows prescribed procedures to solve problems.

5 = Copying: Transcribes/enters/posts data.

THINGS (T)

4 = Manipulating: Uses tools, devices, and machines to guide/place/produce data or things (eg., typing, calculating, mimeographing, collating)

5 = Tending: Observes with prescribed judgment to ensure maintenance and adjustment of operating tools and machines.

2) Education: First year college certification (one year beyond high school), or 2 years or progressive experience with Equivalency, Examination.

3) Salary: Minimum of $5,250 per annum.

Standard Job Classification

Trainee

1) Significant Functions:

PEOPLE (P)

5 = Persuading:	Influences clients in favor of a service or a point of view.
6 = Speaking-Signalling	Gives/takes non-professional information - verbal and non-verbal
7 = Serving:	Attends to the immediate needs (viz. food, shelter, money, transportation) of clients.
8 = Taking Instructions:	Follows work assignments/instructions.

DATA (D)

5 = Copying:	Transcribes/enters/posts data.
6 = Comparing:	Observes people/data/thing/to note/record prescribed changes/difference in structural or functional characteristics.

THINGS (T)

5 = Tending:	Observes with prescribed judgment to ensure maintenance and adjustment of operating tools and machines.
2) Education:	High School diploma or less: must complete 1 year of training before taking Qualifying Examination for Technician I position.
3) Salary:	Minimum of $4,500 per annum.

Key to Significant Functions:

P = People
D = Data
T = Things

PEOPLE (P)

0 = Monitoring: Provides counseling and guidance or therapy to individuals or groups, to resolve problems by legal, scientific, clinical, spiritual, or other disciplines governed by professional principles, codes, and ethics.

1 = Negotiating: Exchange of ideas, information, and opinions with others to formulate policies and programs and/or arrive at joint decisions, conclusions, or solutions.

2 = Instructing: Explains/describes/illustrates/demonstrates/make recommendations on the basis of technical knowledge (eg., health service, language arts, nutritional meal preparation, accounting).

3 = Supervising: Determines/interpretes work/study procedures for individuals or groups; Maintains work/study efficiency and effectiveness by effecting interpersonal relations.

4 = Diverting: Conducts recreational/therapeutic activities; Directs and/or assists clients.

5 = Persuading: Influences clients in favor of a service or a point of view.

6 = Speaking-Signalling: Gives/takes non-professional information - verbal and non-verbal.

7 = Serving: Attends to the immediate needs (viz. food, shelter, money, transportation) of clients.

8 = Taking Instructions: Follows work assignments/instructions.

DATA (D)

0 = Synthesizing: Internalizes and integrates knowledge by data analysis to discover or invent concepts for explanation/interpretation and alternate plans of action.

1 = Coordinating: Determines time/place/sequence of operations and takes action upon analysis; Executes determinations and/or reporting - both written and verbal.

2 = Analyzing: Examines/evaluates data; Presents alternative actions in relation to the examination/evaluation; Determines relationships between data variables.

3 = Compiling: Gathers/sorts data to abstract information; Reports/follows information to carry out action.

4 = Computing: Performs arithmetic operations and reports/follows prescribed procedures to solve problems.

5 = Copying: Transcribes/enters/posts data.

6 = Comparing: Observes people/data/things to note/record prescribed changes/differences in structural or functional characteristics.

THINGS (T)

0 = Setting Up: Prepares work objectives, designs, procedures and methods, by the use of technical aids, devices, forms, and scientific tools, usually involving high level data-functions.

1 = Precision Working: Uses professional and/or technical tools, devices, etc. to perform a scope of work that requires quantitative accuracy.

2 = Operating-Controlling: Starts/stops/controls/ and adjusts the use of professional tools, devices, and machinery (eg., mechanical or electronic data processing).

3 = Driving - Operating: Guides the use of machines (eg., automobile) to convey things or people.

4 = Manipulating: Uses tools, devices, and machines to guide/place/produce data or things (eg., typing, calculating, mimeographing, collating).

5 = Tending: Observes with prescribed judgment to ensure maintenance and adjustment of operating tools and machines.

6 = Feeding: Inserts/throws/dumps/places/removes materials.

7 = Handling: Uses body members to carry people or materials.

B. CORE CURRICULUM

During Phase II, our major efforts were directed at testing, evaluating, and validating the core curriculum resulting from the Phase I functional task analysis. At the same time, we have actively sought out "turned on" educators at both the secondary and post-secondary levels, for the purpose of developing the same type of test design above and below the AA degree. It has been gratifying to find a handful of professionals as well as paraprofessionals involved in the formative stage of this systems approach to curriculum development. Because of their personal interest in experimenting with an exemplary curriculum that will make sense, we anticipate active cooperation on the following test sites:

1. High school pilot-test program at Bloom Township High School, and YMCA High School.

2. Community college pilot-test program at City Colleges of Chicago (Human Services Institute), Prairie State College, and Central YMCA Communtiy College.

3. Senior college pilot-test program at Governor State University, George Williams College, and Roosevelt University.

Shown in the following pages are a composite syllabus of the secondary and post-secondary levels of vocational-technical education in human services. Although circumstances have not permitted the validation of the proposed courses, the syllabus, nevertheless, reflects the systems approach to curriculum development to date.

CAREER LADDER BY CREDIT HOURS & LIFE/WORK EQUIVALENCY

Occupational Status and Educational Breakdown (Credit Hours)	Life/Work Equivalency
PROFESSIONAL At least 30 graduate credit hours in professional education and training	6 years of progressive experience and Equivalency Examination
TECHNOLOGIST II General Education 60 Vocational-Technical 60+ Bachelor's Degree 120 credit hours	5 years of progressive experience and Equivalency Examination
TECHNOLOGIS I General Education 30-60 Vocational-Technical 30-60+ 3rd Year Certification 90 credit hours	4 years of progressive experience and Equivalency Examination
TECHNICIA II General Education 30 Vocational-Technical 30+ Associate in Arts 60 credit hours	3 years of progressive experience and Equivalency Examination
TECHNICIAN I General Education 15-30 Vocational-Technical 15-30+ 1st Year Certification 30 credit hours	2 years of progressive experience and Equivalency Examination
TRAINEE High School diploma or equivalency, including as many as 7 units of Human Services Curriculum	1 year of training before taking Qualifiying Examination for Technician I position.

HUMAN SERVICES PROFESSIONAL

This curriculum is suggested for the BA/BS degree graduate who is interested in human services career entry at the Professional level (at least 30 graduate hours beyond the college degree). It indicated areas of knowledge and skills to be acquired by any non-credentialed technologist, in order to be accredited or certified as a Human Services Professional.

A. CAREER OPTION IN EDUCATION/TRAINING/ADMINISTRATION (Master's Degree)

THEORY

Social Policy/Legislation and Administration	3
Contemporary Human Problems and Issues	3
Theory of Organization	3

PRACTICE

Personnel Administration	3
Fiscal Management	3
Staff/Manpower Development	3

TOOLS

Managerial Statistics or Accounting	3
Systems Analysis	3
Management Methods	3

THESIS or Special Project	3
	30

B. CAREER OPTION IN RESEARCH/THERAPEUTIC/CLINICAL/EXPERIMENTAL PROGRAM (Master's Degree)

THEORY

Principles of Psychotherapy	3
Contemporary Schools of Psychology	3
Seminar on Learning/Motivation/Perception	3

PRACTICE

Group Dynamics/Theory	3
Counseling and Guidance	3
Testing and Evaluation	3
Projective Techniques	3

TOOLS

Behavioral Modification/Intervention	3
Systems Analysis	3

THESIS or Special Project	3
	30

HUMAN SERVICES TECHNOLOGIST I & II

This curriculum is suggested for the junior college AA degree graduate who is interested in human services career entry at the Technologist I (90 credit hours) level, or Technologist II (120 credit hours) level. It indicates areas of knowledge and skills to be acquired by any non-credentialed technologist, in order to pursue the professional entry position.

General Education	Vocational-Technical Core	Expanded/supportive Cor
Business/Creative Writing	Methods of Social Research	Community Organization (option)
Managerial Statistics	Communications	Principles and Methods of Community Org.
Science and Technology	Human Relations	Consumer Economics
Political Sociology	Systems of Human Service Delivery	Community Planning and Development
Human Ecology	Human Growth and Development	Community (Social Control)
Edcuational or Social Psychology	Behavior Modification	Field Practicum*
Contemporary Philosophy	Field Practicum*	Legal Aid (option)
Modern U.S. History		Constitution and Civil Liberties
Music or Art Appreciation		Legislative Action
Theory of Economic Development		Legal Research
		Consumer Protection
		Field Practicum*
32-34 credit hours	16-18 credit hours	14-16 credit hours

*Six hours of field practice per week, plus 3 hours in seminar

HUMAN SERVICES TECHNOLOGIST I & II

Expanded/Supportive Core continued:

Health Service (option)
Public Community Health
Treatmemt Methods
Organization of Health Delivery Systems
Preventive Medicine
Field Practicum*

Education (option)
Systems Approach to
Curriculum Development

Teaching Methods
Vocational Guidance
and Counseling

Audio-Visual Instruction
Field Practicum*

Insurance (option)
Acturarial Statistics
Demography
Human Growth & Development
Gerontology
Field Practicum*

Child Development (option)
Early Childhood Development
Institutional Care
Learning Theory
Creative Guidance Techniques
Field Practicum*

Casework (option)
Case Study and Evaluation
Guidance and Counseling
Behavior Modification
The Client System
Field Practicum*

Family Service (option)
Modern Family Structure
Approaches to Family Life
Programs and Services

Family Planning
Guidance and Counseling
Field Practicum*

* Six hours of filed practice per week, plus 3 hours in seminar

HUMAN SERVICES TECHNOLOGIST I & II

Expanded/Supportive Core continued:

Group Work (option)
Group Process
Group Theory
Behavior Modification
Guidance and Counseling
Field Practicum*

Law Enforcement (option)
Social Disorganization
Constitution & Civil Liberties
Legal Aspects of Law Enforcement
Courts and Law Enforcement
Field Practicum*

Human Service Administration (option)
Human Relations
Formal Organization
Project Management
Employee Relations
Field Practicum*

Urban Development (option)
Urban Scology and Human Resources
Demography
Inter-Group Relations
Planning and Development
Field Practicum*

Corrections (option)
Social Disorganization
Social Rehabilitation
Courts and Corrections
Behavior Modification
Field Practicum*

Mental Health (option)
Community Mental
Therapeutic Methods
Projective Techniques
The Client System
Field Practicum*

Consumer Service (option)
Consumer Protection
Legal Aid
Social Welfare
Community/Social Control
Field Practicum*

*Six hours of field practice per week, plus 3 hours in seminar

Expanded/Supportive Core continued:

Human Services Research (option)

Quantitative Methods
Qualitative Analysis
Action Research and Evaluation
Experimental Design and Analysis
Field Practicum*

Youth Service (option)

Youth Culture
Youth Service as a Projession
Outreach Methodology
Program Development and Review
Field Practicum*

Senior Citizens Service (option)

Social/Cultural Gerontology
Geriatrics As a Profession
Creative Activities
Program Development and Review
Field Practicum*

* Six hours field practice per week, plus 3 hours in seminar

HUMAN SERVICES TECHNICIAN I & II

This curriculum is suggested for the high school graduate who is interested in human services career entry at the Technician I (30 Credit hours) level, or Technician II (60 credit hours) level. It indicates areas of knowledge and skills to be acquited by any non-credentialed technician, in order to pursue the Technologist I position.

General Education	Vocational-Technical Core*	Expanded/Supportive Core*
English-reading/writing	Introduction to Human Services	Human Biology
Mathematics/Statistics	Communication in Human Services	Social Problems
General Science	Community Resources	Human Growth and Development
National/State/Local Government	Group Process	Recreation
Health Education	Field Practicum**	Physical Education
Physical Fitness	Techniques of Organization and Decision-Making	Abnormal Psychology
Introductory Psychology	Interviewing Techniques	Creative Activities
Introductory Sociology		Race Relations
Consumer Economics		
Introductory Philosophy		
Contemporary History		
Speech		
American Education		
32-34 credit hours	16-18 credit hours	14-16 credit hours

**Six hours of field practice per week, plus 3 hours in seminar.
*As outlined in Phase I Final Report, Social Service Aide Project.

HUMAN SERVICES TRAINEE

This curriculum is suggested for the high school student who is interested in human services career entry at the trainee level. It indicates areas of knowledge and skills to be acquired by experienced trainee without high school diploma, in order to pursue the Technician I position.

Type	Title	Description
Basic Core	Comminity Problems and Resources I	Overview of psycho-social problems in various Chicago Communities & community organizations and institutions set up to deal with them.
Basic Core	Human Relations Training	Personal experience with group, community building dynamics, self awareness exercises, honest communication, & effective listening skill
Expanded Core	Organizational Analysis (strongly recommended for SSA and CO)	Analysis of community resource organization from viewpoints of HRT experience and formal organizational theory
Basic Core	Human Services Communication	Interview skills, Report writing, PR, Promotion
Expanded Core	Community Problems & Resources II	Intensive study of psycho-social problems and community organizations and institutions in one neighborhood and/or racial/ethnic community
Expanded Core	Practicum	Paid or volunteer on-the-job experience in a human service agency or as a teacher-aide in one of the Basic Core courses (tuition free). (May repeat for credit; suggest 1/2 tuition charge if away from school).
Specialized Courses		In each of the seven identified human services fields